



Special Educational Needs – School Information Report

At St. Benedict's Catholic Primary School, staff work in collaboration to meet the needs of the SEND children. Our SENCO is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEN. We liaise with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected. We regularly have contact with a wide range of external agencies that are able to give more specialised advice. Other SENCO responsibilities can be seen in the new Special Educational Needs Code of Practice.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

If you have any concerns regarding SEN matters do not hesitate to contact us.

There are many SEN terms that are abbreviated which can lead to confusion (even for us!) Below is a glossary of the most used SEN terms.

AAP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
AEN	Additional Educational Needs
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional and Social Difficulties
CAF	Common Assessment Framework
NELFT	North East London Foundation Trust (Mental Health)
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MARIC	Multi Agency response in Crisis (Domestic Violence)
MLD	Moderate Learning Difficulty
MAST	Multi Agency Support Team
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
SalT	Speech and Language Therapy



SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENCO	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment

Current SEN Updates

What is Pupil Premium?

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Why has it been introduced?

The Government believed that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Who decides on how the money is spent?

In most cases Pupil Premium is paid direct to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what their pupils need.

How are schools accountable for the spending of Pupil Premium?

They are held accountable for the decisions they make through:

- The performance tables which show the performance of disadvantaged pupils compared with their peers.
- The new Ofsted inspection framework, under which Inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium.

Children and Families Bill 2013

The Children and Families Bill takes forward the Coalition Governments' commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young



people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in ***Support and Aspiration: A new approach to special educational needs and disability: Progress and next steps*** by:

- Replacing statements and learning difficulty assessments with a new birth-to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need.
- Improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together.
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level-SEN as well as the options available to support families who need additional help to care for their child.

What will it do?

The Medway framework will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will be parents/carers and young people know how school and colleges will support them, and what they can expect across the local settings.

How does St. Benedict's Catholic Primary School know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, teaching partners or the pupil's previous school.
- There is lack of progress
- Poor test scores
- There is a change in the pupil's behaviour
- A pupil asks for help.



What should I do if I think my child may have special educational needs?

If you have concerns then please contact your child's teacher or the SENCO.

How will I know how St. Benedict's Catholic Primary School supports my child?

- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's needs. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, including but not limited to spelling, handwriting, numeracy & literacy skills etc. then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on the Pupil Provision Map. If you have any queries related to interventions please do not hesitate to contact the class teacher or SENCO.
- Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Head Teacher and SENCO to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- Occasionally a pupil may need expert support from an outside agency such as the Children's Therapy Team, Paediatrician etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.
- The Governors of St. Benedict's Catholic Primary School are responsible for entrusting a named person, Mrs Burford, to monitor Safeguarding and Child Protection procedures. Mrs Burford is also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central record. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

How will the curriculum be matched to my child's needs?

- When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- Teachers may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencil grips or easy to use scissors.



How will I know how my child is doing?

- You will be able to discuss your child's progress at Parents Evenings.
- Appointments can be made to speak in more detail to the class teacher or SENCO by visiting the school office.
- Pupil Provision Maps are sent home three times a year.
- Targets are usually set by the class teacher. Parents/carers are encouraged to contribute their support to the Pupil Provision Map.

How will you help me to support my child's learning?

- The class teacher may suggest ways of supporting your child's learning.
- Mrs Stuart the SENCO, may meet with you to discuss how to support your child. This would normally follow on from when a child has been assessed.
- If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that should be used at home. These outside agencies will meet with the families when appropriate.

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- Members of staff such as the class teacher, teaching assistants and SENCO are readily available for pupils who wish to discuss issues and concerns.
- Our Parish Priest is always available to help families with their spiritual needs.
- Social skills group are run when appropriate at lunch times for children who need it. Fun games and activities are made available to help provide the pupils with social skills to enable them to form friendships.

Pupils with medical needs.

- If a pupil has a medical need then a detailed Care Plan is compiled by our School Nurse and the SENCO in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- All staff receives annual Epi-Pen awareness and Epilepsy training delivered by the school nurse.
- When necessary and in agreement with parents/carers medicines are administered in school occasionally but only when the necessary documents are in place to ensure the safety of both child and staff member.



What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialist expertise.

The agencies used by the school include:

- MARIC – Multi Agency response in Crisis (Domestic Violence)
- MAST – Multi -Agency Support Team
- Educational Psychologist
- CAST - Child and Adolescent Support Team
- NELFT - North East London Foundation Trust (Mental Health)
- AAP - Attendance Advisory Practitioner, previously known as Educational Welfare Officers
- PASS – (Physical & Sensory Service) to support pupils with hearing/visual impairment
- Inclusion Team
- Social services
- Sarah Post – Therapist (Speech and Language/Occupational Therapist)
- MAGIC - Medway Autism Group and Information Centre
- Medway Hospital/ Community Child Health (Paediatrics)
- School Nurse
- Bradfields Special School – Outreach
- Early Help

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

This involvement is generally planned at the ISR (In School Review). These are meetings held three times a year between school staff and where appropriate, other professionals. The aim of an ISR is to gain an understanding of and try to resolve a pupil's difficulties. In order to help understand the pupil's difficulties and educational needs better, the psychologist will generally meet with the parent/carer and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

What training are the staff supporting children and young people with END had or are having?

Our staff have received a variety of training related to SEND, such as Safeguarding, Team Teach, Positive Handling, Cued Articulation, Occupational Therapy (including gross and fine motor control), Sensory Circuits, Lego-Build Express, Social Stories, Specific Learning Difficulties and are aware of Medway Early Help.

Training is continuous and on-going.



How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- However, if deemed that an intensive level 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- One level single story building
- A toilet adapted for disabled users
- Wide doors in all corridors.

How will the school prepare and support my child when joining St. Benedict's Catholic Primary School or transferring to a new school?

St Benedict's Catholic Primary school understands what a stressful time moving schools can be therefore many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- A possible meeting between the previous or receiving schools prior to the pupil joining/leaving.
- All year groups attend a Moving-Up Day where they spend the morning with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their school/class.
- Transition Sessions for pupils in Year 6 prior to joining their new secondary school. This provides them with the opportunity to discuss any concerns they may have.
- Secondary school staff visit pupils prior to them joining their new school.
- We sometimes meet the SENCO from the secondary schools to pass on information regarding SEN pupils where necessary.

How are the school's resources allocated and matched to children's special education needs?

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- Individual Pupil Premium payments are used to support that pupil's learning.
- Top Up funding applications are made if the £6,000 threshold is met.



How is the decision made about how much support my child will receive?

- Based on information from pre-schools, if support is needed, the Head teacher, together with the class teacher and SENCO best decide how this will be allocated to the child's needs.
- Progress is continually monitored and if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.
- Parents/carers will be able to see the support their child is receiving on their Pupil Provision Map which will be sent home three times a year.

How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the Head teacher, class teacher, SENCO and other professionals.
- During parents evenings.

Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following:

- Head teacher
- SENCO
- Your class teacher.